

Homedale School District #370
2013-14 Differential Pay Plan

Understandings:

- The moneys distributed for the differential pay plan are provided for in section 33-1002, Idaho Code.
- The payment of any funds to an employee pursuant to this section shall not create any requirement that the school district maintain or repeat such a payment in the future.
- Homedale School District's Differential Pay Plan was developed with input from the principals, teachers, and the superintendent.
- The district is setting an overall goal. Buildings are responsible for determining the assessment used to measure the goal.

Student Growth and Achievement District Goal:

- By the end of third quarter 70% of Homedale students will show growth as measured by performance on pre- and post-tests.

*Because of the potential lengthening of the SBAC window into March scheduling post tests at the end of the year is not feasible.

Professional Development

- To support student growth and achievement HSD has planned a series of professional development opportunities:
 - ELA and Math teachers- aligning curriculum with Idaho Core Standards
 - Science and Social Studies teachers – Instruction in reading and writing strategies that support ELA Idaho Core
 - PE/Health teachers – Alignment of PE/Health standards and Idaho Core Standards; using informational text in health and PE
 - New teachers to the district – New teacher training
 - Discovery Education – Utilizing technology to increase student engagement and application of project based learning

Distribution:

- Funds will be divided evenly across the staff, both certificated and classified, proportionally according to their FTE status.

Homedale Elementary School

Student

Achievement

FIRST SEMESTER: PRE-TEST

SECOND SEMESTER: POST-TEST

Kindergarten



AIMSweb Letter Name Fluency
AIMSweb Oral Counting- Math



AIMSweb Letter Name Fluency
AIMSweb Oral Counting- Math

First Grade



AIMSweb Letter Sound Fluency
AIMSweb Missing Number-
Math



AIMSweb Letter Sound Fluency
AIMSweb Missing Number-
Math

Second Grade



AIMSweb R-CBM Fluency
AIMSweb M-CAP Math



AIMSweb R-CBM Fluency
AIMSweb M-CAP Math

Third Grade



AIMSweb R-CBM Fluency
AIMSweb M-CAP Math



AIMSweb R-CBM Fluency
AIMSweb M-CAP Math

Fourth Grade



AIMSweb MAZE
Comprehension
AIMSweb M-COMP Math



AIMSweb MAZE
Comprehension
AIMSweb M-COMP Math

Professional Practice

*All HES teachers will create at least one lesson which incorporates the Idaho Education Network (IEN) Video Teleconferencing system during the school year. Teachers will submit data on the lesson and send it to the IEN for their database. This data will be shared with other schools in the state.

Homedale Elementary IEN Recording Form

Date	Provider	Subject	Topic	# of students	Grade Range	Group	Cost	Notes	School
Total				0			#DIV/0!	0	

Homedale Middle School

Student Achievement

*All HMS students will take a pre-test and post-assessment for their classes with 75% showing growth. Teachers will submit an end-of-semester report showing student progress when semester grades are due each semester.

*See attached document.

Professional Practice

*All HMS teachers will participate in professional learning walks (one each quarter) to improve overall instruction and share best practices using the HMS Walk-Thru Reflection Sheet.

Teachers will submit the completed forms to the principal during their end-of-year evaluation.

*See attached document.

*All HMS teachers and paraprofessionals will monitor student learning by providing reteaching to students who have D or F grades, keeping a parent contact log, and documenting additional support efforts for at-risk students. Teachers will submit the completed log and intervention checklist to the principal at the end of each quarter when classroom grades are submitted.

*See attached documents.

[illegible]

Homedale Middle School

Walk-Thru Reflection Sheet

Purpose: To improve Homedale Middle School instruction and share best practices with one another

Expected Outcomes: The person conducting the walk-thru will observe various methods and reflect upon ways to incorporate those methods into his or her classroom

Focus: Charlotte Danielson's Framework

1e: Designing Coherent Instruction

Differentiation, Varied Groupings, Instructional Activities, Visual Aids, Graphics, Modeling, etc.

I want to remember...

2b: Establishing a Culture for Learning

High Quality Work Displayed, High Expectations for all students, the 'tone' of the class is safe and students want to give their best effort, everyone values hard work and learning

I want to remember...

3c: Engaging Students in Learning

Intellectual involvement and higher-level task design (related to DOK 3 and 4)

I want to remember...

4f: Showing Professionalism

Teacher Interaction with Students is fair and proactive

I want to remember...

Reflection: Consider how you might incorporate one or more of the observations into your own teaching practice, what further questions you hope to clarify with the teacher you observed, or what additional research/ training you want in order to improve in one of the above areas.

*Please make a copy of this completed form and leave in the observed teacher's mailbox.

Student Learning Intervention Checklist

Student's Name: _____ Grade: _____

Referring Teacher: _____ Date: _____

Instructions: Check each student learning behavior concern that you have observed in your classroom.

Reading	Writing	Math	Overall Academic Performance
<input type="checkbox"/> Fails to finish reading assignments <input type="checkbox"/> Lacks word comprehension <input type="checkbox"/> Lacks reading comprehension <input type="checkbox"/> Comprehends when listening, but not when reading <input type="checkbox"/> Does not read independently <input type="checkbox"/> Difficulty recognizing grade level words <input type="checkbox"/> Difficulty recalling sequence of events <input type="checkbox"/> Difficulty identifying topic sentence/main idea <input type="checkbox"/> Difficulty finding supporting details <input type="checkbox"/> Difficulty using dictionary or glossary <input type="checkbox"/> Other Please explain:	<input type="checkbox"/> Fails to use capitalization correctly <input type="checkbox"/> Fails to punctuate correctly <input type="checkbox"/> Improper subject-verb agreement <input type="checkbox"/> Incorrect verb tenses <input type="checkbox"/> Fails to write complete sentences or express complete thoughts <input type="checkbox"/> Fails to correctly organize writing Spelling: <input type="checkbox"/> Fails to use spelling rules <input type="checkbox"/> Difficulty spelling words that do not follow spelling rules <input type="checkbox"/> Requires continued drill/practice to learn spelling words <input type="checkbox"/> Other Please explain:	<input type="checkbox"/> Difficulty solving math word problems <input type="checkbox"/> Difficulty with abstract math concepts without concrete examples <input type="checkbox"/> Fails to follow necessary steps in math problems <input type="checkbox"/> Fails to change from one math operation to another <input type="checkbox"/> Difficulty solving problems with fractions/decimals <input type="checkbox"/> Difficulty solving problems with addition, subtraction, multiplication, or division <input type="checkbox"/> Other Please explain:	<input type="checkbox"/> Fails to complete homework and return it to school <input type="checkbox"/> Fails to perform academically at ability level <input type="checkbox"/> Fails to read or follow written directions <input type="checkbox"/> Fails to begin or complete work after receiving directions <input type="checkbox"/> Difficulty with abstract concepts <input type="checkbox"/> Requires frequent repeating of directions <input type="checkbox"/> Difficulty concentrating <input type="checkbox"/> Difficulty classifying <input type="checkbox"/> Difficulty generalizing from one thing to another <input type="checkbox"/> Other Please explain:

How long have you observed the above-checked student behaviors? _____

Instructions: Check each intervention strategy you have incorporated in addition to your regular classroom instruction.

Teacher Practices			Student Assignments
<input type="checkbox"/> Assignments are matched to ability level	<input type="checkbox"/> Peer tutoring	<input type="checkbox"/> Repetition	<input type="checkbox"/> Paraphrasing
<input type="checkbox"/> Instructions, directions, and questions are reduced and/or repeated	<input type="checkbox"/> Peer grouping	<input type="checkbox"/> Color-coding	<input type="checkbox"/> Summarizing
<input type="checkbox"/> Additional time given to complete assignments	<input type="checkbox"/> Scaffolding	<input type="checkbox"/> Visual Cues	<input type="checkbox"/> Note-taking
<input type="checkbox"/> Study carrel/Less distracting study environment	<input type="checkbox"/> Sequencing	<input type="checkbox"/> Symbols	<input type="checkbox"/> Identify key words, direction words, operation words, etc.
<input type="checkbox"/> Student choice	<input type="checkbox"/> Sentence stems	<input type="checkbox"/> Reduce emphasis on competition	<input type="checkbox"/> Identify story elements
<input type="checkbox"/> High interest material	<input type="checkbox"/> Provide outlines	<input type="checkbox"/> Audio recordings of lessons, materials, etc.	<input type="checkbox"/> Identify main points
	<input type="checkbox"/> Categorize material	<input type="checkbox"/> Object manipulation	<input type="checkbox"/> Identify facts, details
	<input type="checkbox"/> Semantic mapping	<input type="checkbox"/> Reward System	<input type="checkbox"/> Highlighting
	<input type="checkbox"/> Checklists	<input type="checkbox"/> Assignment Chart	<input type="checkbox"/> Self-checking
	<input type="checkbox"/> Reference Sheets	<input type="checkbox"/> Student Contract	<input type="checkbox"/> Calculator or computerized programs
	<input type="checkbox"/> Pre-teach vocabulary or key terms	<input type="checkbox"/> Parent Contact	
	<input type="checkbox"/> Vocabulary notebook		
	<input type="checkbox"/> Real-life connections		

Please provide any additional information such as how this student's learning behavior compares to other students or specific testing you want the RTI Team to consider:

How long did you implement the above-checked intervention strategies? _____

***Please return this completed form to the Counselor.**

RTI Team

Angela Correa, ESL
 Kimberly Hale, SPED
 Scott Michaelson, Title I
 Randee Garrett, Counselor
 Amy Winters, Principal

Next RTI Team Meeting

Date: _____

Homedale High School

Student Achievement

A pre-test measuring reading proficiency/comprehension on expository or informational text, (based on Idaho Core State Standards 9-10 and 11-12) will be administered in the 1st semester. A post-test will be administered in the 2nd semester.

The goal for the high school is that 70% of all high school students would increase their scores by three to five percentage points on the 2nd semester post test. This will provide an incentive for the implementation of a school-wide literacy campaign to increase expository reading experiences for students.

Professional Practice

A team of teachers will attend the Idaho Leads project training. Those teachers will provide additional training and support to the Homedale High School team in building a clearer understanding of the Idaho Core.